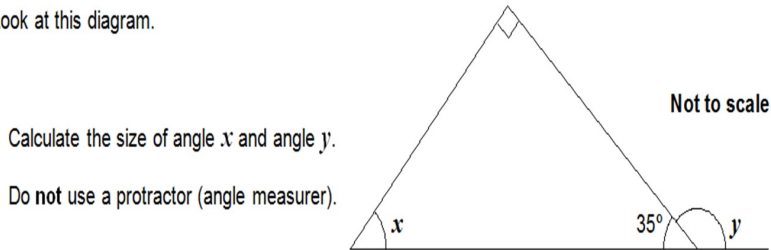


## Quick Starts

	<u>Nearest whole number</u>	<u>To 1 decimal place</u>	<u>To 2 decimal places</u>
9.679			
93.456			
98.543			
93.1239			

$9936 \times 11 = \underline{\hspace{2cm}}$        $99854 \div 21 = \underline{\hspace{2cm}}$        $923 + 3.456 = \underline{\hspace{2cm}}$        $8 - 0.89 = \underline{\hspace{2cm}}$   
 $4 \times 5 \frac{1}{2} = \underline{\hspace{2cm}}$        $10 \times 7 \frac{1}{2} = \underline{\hspace{2cm}}$        $12 \times 7 \frac{1}{2} = \underline{\hspace{2cm}}$        $4 \times 4 \frac{1}{2} = \underline{\hspace{2cm}}$   
 $5 - 7 = \underline{\hspace{2cm}}$        $-3 - 7 = \underline{\hspace{2cm}}$        $5 - 7 = \underline{\hspace{2cm}}$        $14 - \underline{\hspace{1cm}} = -7$   
 $14\% \text{ of } 680 = \underline{\hspace{2cm}}$        $25\% \text{ of } 480 = \underline{\hspace{2cm}}$        $41\% \text{ of } 120 = \underline{\hspace{2cm}}$        $33\% \text{ of } 160 = \underline{\hspace{2cm}}$

4. Look at this diagram.



Calculate the size of angle  $x$  and angle  $y$ .

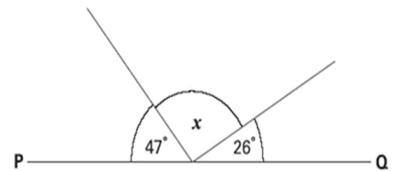
Do **not** use a protractor (angle measurer).

$X = \dots\dots\dots$        $Y = \dots\dots\dots$

3. PQ is a straight line.

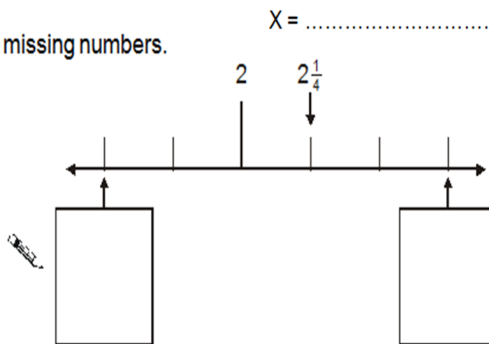
Calculate the size of angle  $x$ .

Do **not** use a protractor (angle measure).



Here is part of a number line.

Write in the two missing numbers.

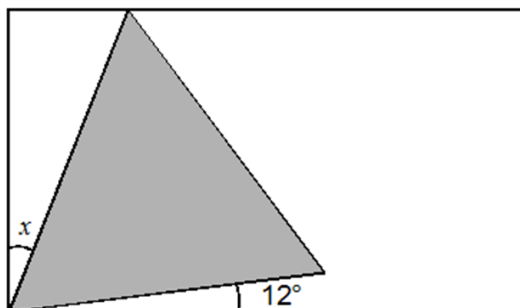


6. Here is an equilateral triangle inside a rectangle.

Calculate the value of angle  $x$ .

Do **not** use a protractor

$X = \dots\dots\dots$



Not to scale

*Personalise your learning*

*Look at the Revision Mat, what do you feel you need a helping hand on?*

*Create your own Quick Start based on these areas.*

**Mini SPAG test 1**

1. Circle **all** the adverbs in the sentence below.

Open the drawers carefully and quietly when using the filing cabinet. 1 mark

2. Tick **one** word to complete the sentence below.

Michael and Kate read their books \_\_\_\_\_ they ate their sandwiches.

- while
  - which
  - between
  - during
- 1 mark

3. Draw **lines to match** each sentence with the most likely final punctuation.

Look out ?  
How are you doing .  
January is the first month of the year !

1 mark

4. Circle the word that describes how William played on the field.

William played badly on the field. 1 mark

5. Look at this sentence:

The shopping list said he should buy bread, butter, jam and tea.

What is the name of the punctuation mark that is used after the words 'bread' and 'butter'?

..... 1 mark

b) Why is this punctuation mark needed in the sentence above? Tick one.

- to mark the start of a new clause
  - to show that a word is missing
  - to separate the items in a list
  - to take the place of brackets
- 1 mark

**Mini SPAG test 2**

1. The sentences below each have an error. **Write the correction on the line underneath**, making sure the verb matches the tense.

E.G. Yesterday, I have the chance to play for my local team. ....had.....

Our local café makes great cakes. We like to sit and ate them on a Saturday.

.....

The children are going to a shopping centre tomorrow and they had bought some new toys.

.....

I am putting on my shoes and I will have been for a walk in the park right now!

..... 1 mark

2. Write a short question beginning with the words below.

Why would \_\_\_\_\_ 2 marks

3. **Underline** the subordinate clause in each sentence below.

E.G. The dog, which was brown, growled at the cat.

Susan had a cat, which always purred.

When I grow up, I want to be a vet.

Sammy, who was nearly asleep, curled up in the chair. 2 marks

4. Put Ratty's words into **direct** speech.

Ratty said he hoped it would be sunny later.

\_\_\_\_\_ 2 marks

**Mini SPAG test 3**

1. Complete the sentences below using either **I** or **me**.

\_\_\_\_\_ pulled out the keys from my pocket.

She asked \_\_\_\_\_ to help her put up the pictures.

My team and \_\_\_\_\_ are playing next week.

Why isn't anyone able to understand what \_\_\_\_\_ am trying to do?

I had to help with the washing up before Dad would turn on the television for \_\_\_\_\_.

2. Write a sentence using inverted commas appropriately.

..... 1 mark

3. Put a **tick** in each row to show whether the sentence is a statement, a command or a question.

	Sentence	Statement	Command	Question
How are you				
Go to bed				
I like horse riding				

All correct answers 3 marks

4. Complete the sentence below by choosing the correct contraction.

Even if you want to, you ..... go to the park.

- They'll      - Can't      - I'll      1 mark

5. Add a prefix from the list to this word to make an adjective.

.....happy

Mis      - Un      - In      1 mark

**Mini SPAG test 4**

1. Circle all the adverbs in the sentence below.

Walk along the corridor quietly and calmly.      1 mark

2. Tick **one** word to complete the sentence below.

Sammy and Clare watched TV \_\_\_\_\_ they ate their dinner. Tick one.

as

which

between

later      1 mark

3. Draw lines to match each sentence with the most likely final punctuation.

Stop	?	
Why did you do that	.	
It looks like rain	!	1 mark

4. Circle the word that describes how Sarah ran in the race.

Sarah ran slowly in the race.      1 mark

5. Look at this sentence:

The shopping list said he should buy bread, butter, jam and tea.

What is the name of the punctuation mark that is used after the words 'bread' and 'butter'?

..... 1 mark

b) Why is this punctuation mark needed in the sentence above? Tick **one**.

to mark the start of a new sentence

to show that a word is missing

to separate the items in a list

to take the place of brackets

1 mark

## THE SOUND OF BREAKING GLASS

Mum had told us numerous times not to play football in the garden; it damaged the plants and our slide tackles and kicking divots ruined the lawn apparently, although what was the garden for if not having fun in? Swingball was really boring after a bit and Sammy was useless at it. We were too old now for silly swings and climbing frames and the baseball hoop was only fun for a few minutes of shooting.

So it was, on that cold, February morning that we were playing the cup final at Wembley - Liverpool against Manchester United - with MU (me of course) in the lead by four goals to nil when it happened. I dribbled the ball round the budding, rhododendron bush; through the ramshackle, wooden trellis and sprinted down the lawn for a shot at goal where Sam stood, arms outstretched. As my right foot connected, my left foot slipped from under me and I got right under the ball lifting it high into the air as I banged onto my bottom on the lawn.

It was like watching a slow motion film as Sam and I - mouths agape - saw the ball arc into the air, sail over the fence and into the upstairs window of our neighbours' house. The trouble was, the window was closed! The sound was terrible - a sort of crash, following by the clinking and tinkling of glass shattering and raining down onto the windowsill.

"Quick! Let's hide! They'll n...n... never kn...n...ow it was us." Sam stuttered.

"You idiot! Of course they will," I shouted back whilst getting to my feet and trying to think what repercussions might come of this dreadful deed.

At that moment, my neighbour screamed; a sound as awful as that of the breaking glass and frightening similar in that like a firework it burst upon the sky and then sparkled and flashed as it slowly died away.

It was time to face the music. Putting my arm around Sammy's shoulders, I marched him inside reassuring him as we went,

"Don't worry Sam, this one was all me. You'll just cop it for playing football in the garden."

He was a sensitive boy, my brother, and tears were already sliding slowing down his cheeks like drops down the window pane. He couldn't help it; he was just someone who felt things deeply, had a vivid imagination and thought things through a lot. I on the other hand thought mostly about myself and like to get on with things without delving too deeply.

"Mum ..... er, I've got something I need to tell you, Mum," I began but got no further as, at that moment, the front door bell rang furiously and continuously.

What happened next soured relations between ourselves and the neighbours until they moved last year; not that that mattered much to myself and Sammy. What we cared more about was the pocket money that went towards replacing the window and the fact that the lawn was replaced by paving stones!

## THE SOUND OF BREAKING GLASS QUESTIONS

1. Why was football not allowed in the garden? (2)
2. What activities were on offer? (2)
3. Where were the boys playing their 'cup final'? (1)
4. What simile is used for watching the ball break the window? (1)
5. Are clinking and tinkling good verbs for the glass breaking and why? (1)
6. What might the boy have been thinking as he sat on the lawn watching the glass break? (3)
7. What does the boy mean when he says, "You idiot! Of course they will." (1)
8. Why does the author compare the sound of breaking glass and the neighbour screaming to a firework? Explain your answer. (3)
9. What figure of speech is, "It was time to face the music." and what does it mean in this context? (2)
10. Compare what we find out about the two brothers and their characters. (3)
11. What were the results of the accident? (3)

## Year 3/year 4 statutory word list grouped by area

suffix -ly, -ally	-ible words	split digraph – long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit
'n' spelt as 'kn'	<b>-ough letter strings</b> enough though/although thought through (currently taught in Years 5/6)		
knowledge knowledgeable	<b>Words from other countries</b>	<b>cross-curricular words</b> earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length	heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
<b>-tion and -sion</b> words mention occasion position possess(ion) question	bicycle (cycle - from the Greek for <i>wheel</i> ) (bi-meaning 'two')		
<b>'or' sound spelt 'ough'</b> caught naughty (regional pronunciation)	<b>'i' sound spelt as 'u'</b> busy/business	<b>'s' sound spelt as 'c' before 'e', 'i' and 'y'</b> bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
<b>'el', 'ey' and 'elgh' sounds</b> eight/eighth reign weight height (exception)	<b>adding prefixes</b> (dis)appear (dis)believe (re)build (re)position		
<b>adverbials</b> therefore	<b>unstressed vowels</b> different favourite February interest library ordinary separate		
<b>-ous words</b> famous various	<b>double consonants</b> address appear arrive different difficult disappear grammar occasion opposite pressure suppose		

Spelling Champion 3/4 words

Task One: Write out any spelling words you need a quick reminder on.

Task Two: Write a variety of sentences using the above spellings.

Task Three: Play the Y6 Spelling Champion game against family members. Who will be the spelling champion? Tweet your results.

## Year 5/year 6 statutory word list grouped by area

Unstressed vowels	Other words	ie are adjacent	-ous words
accommodate bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign (exception to the pattern)	disastrous marvellous mischievous
		<b>Double consonants</b>	<b>Words originating from other countries</b>
		accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest	conscience conscious desperate yacht
<b>Unstressed consonants</b>			<b>Cross-curricular words</b>
government			forty temperature twelfth
<b>Suffixes and prefixes</b>			<b>-le words</b>
according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)			available vegetable vehicle muscle
<b>'i' before 'e' except after 'c' when the sound is 'ee'</b>	<b>-tion words</b>	<b>Word families</b>	<b>'c' makes 's' sound before 'l', 'e' and 'y'</b>
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	competition explanation profession pronunciation	familiar identity signature symbol (this is revision from year 3/year 4)	cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
	<b>-ough letter strings</b>	<b>'y' makes the 'i' as in 'bin' sound</b>	
	thorough	physical symbol system (this is revision from year 3/year 4)	

\*\*\*\*\*

Year 6

CHALLENGE!!!

Who out of Year 6 can find more words which are not on this list but follow the spelling rules? Tweet your responses.



Spelling Champion 5/6 spelling words

Task One: Write out any spelling words you need a quick reminder on.

Task Two: Write a variety of sentences using the above spellings.

Task Three: Play the Y6 Spelling Champion game against family members. Who will be the spelling champion? Tweet your results.



*Let's Investigate!*

*Task One: Plan out an investigation into which foods are healthy and which are unhealthy.*

*Task Two: Predictions*

*Take items from home and make predictions about these items.*

<i>Food</i>	<i>Healthy or Unhealthy</i>	<i>Food</i>	<i>Healthy or Unhealthy</i>

*Investigate: Decide how you will decide on if an item is healthy or unhealthy?*

*Fat content? Sugar content? Research this and what makes an item healthy or unhealthy, is it more than one criteria? Explain. Choose carefully your columns.*

<i>Food</i>			<i>Healthy / Un-</i>

*Conclusion: What did you find out? Explain. Also, think about different groups of people, children, adults, athletes, should everyone eat the same amount? What does a healthy diet look like?*

# Building Your Balance!

Plan and create your own information text for a child, adult or family to support them to be as healthy as possible during lockdown.

Mind set is key - healthy mind, healthy body

Outside Activities

How to stay in touch with friends and family ideas

Keeping Active inside ideas

Healthy food ideas